



**STRATEGIES IN TEACHING ENGLISH FOR AUTISTIC STUDENTS
OF SEVENTH GRADE OF SMPLBN JEPARA
IN ACADEMIC YEAR 2015/2016**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY**

2016



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OF SEVENTH GRADE OF SMPLBN JEPARA
IN ACADEMIC YEAR 2015/2016**

SKRIPSI

**Presented to the University of Muria Kudus
in Partital Fulfillment of the Requirement for Comp Completing
the Sarjana Program in the English Education Department**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS INIVERSITY**

2016

MOTTO AND DEDICATION

MOTTO

“ The miracle is another name of hard work !”

“Succes does not come to you, you go it for!”

The logo of Universitas Muria Kudus is a shield-shaped emblem. It features a yellow background with a purple and red design in the center. The text "UNIVERSITAS MURIA KUDUS" is written in a semi-circle at the top. The central design includes a stylized building and a book.

Dedication:

This skripsi is dedicated to:

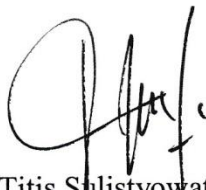
- ❖ *The writers' beloved mother (Mrs Sutariyah)
and father (Mr Supriyo)*
- ❖ *The writers' beloved family*
- ❖ *The writers' beloved friends*
- ❖ *All lecturers in Muria Kudus University*

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Elsy Sadewa (20123207) has been approved
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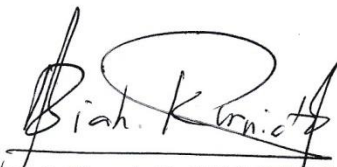
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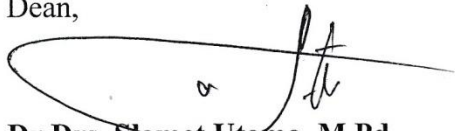
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Thirdly, she willingly would like to thank every one who had helped for completing this research:

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Kudus, June 8th 2016

Elsya Sadewa

ABSTRACT

Sadewa, Elsy. 2016. *Strategies in Teaching English for Autistic Students of Seventh Grade of SMPLB 1 Jepara in Academic year 2015/2016*. Skripsi, English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors : (1) Titis Sulistyowati, S.S. M.Pd, (2) Farid Noor Romadlon, S.Pd. M.Pd.

Key Words : *Strategies, Teaching English, Autistic Students.*

Autistic students are student with neuro-developmental characteristics by impaired communication and sosial behaviour, as the impact of that situation students have difficulties in their learning process. In delivering materials the teacher must have suitable strategies, good materials to make the students interesting, feel happy and get early help in teaching learning process, when it is necessary.

The purpose of this study is to know the strategies used by the teacher in step of teaching English for autistic students of seventh grade of SMPLB 1 Jepara in academic year 2015/2016.

This study uses qualitative case study because the data was collected with observation sheet in describing form, this research focuses on strategies used by teacher in teaching English for autistic students The result of this study showed the teacher's strategies used by teacher in teaching and learning process at seventh grade students of SMPLB 1 Jepara in academic year 2015/2016.

From the finding of the research, it was found that strategies to teach autistic students are : First is primming is the activity from the teacher to allow the students to become familiar with the materials, second is academic modification is the teacher modifies the curriculum, syllabus and also material to makes students easier, third is visual support is the teacher using visual media in teaching learning process such as cartoon, picture, puppet and real things. The last is reinforcement is teacher activity to give same reward (star and candy) in the end of teaching and learning activity when the students get high score or good bahaviour.

Based on the analysis, the writter suggest that the teacher should be patient, understand students characteristics and has interesting strategies to teach autistic students, because they have uniq characteristic and unpredictable persons. The teacher should have good relationship with students in order that teaching learning process goes smoothly.

ABSTRAK

Sadewa, Elsy. 2016. *Strategi Dalam Mengajar Bahasa Inggris Untuk Anak Autis Kelas Tujuh di SMPLB 1 Jepara Tahun Ajaran 2015/2016* Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing : (1) Titis Sulistyowati, S.S. M.Pd, (2) Farid Noor Romadlon, S,Pd. M,Pd.

Kata Kunci : *Strategi, Mengajar Bahasa Inggris , Siswa Autis*

Siswa autis adalah siswa yang memiliki karakter perkembangan otak yang lemah dengan komunikasi yang terganggu dan sulit berinteraksi dengan orang sekitarnya. Dampak dari keadaan tersebut adalah siswa memiliki kesulitan dalam proses belajar mengajar. Dalam mengajar anak autis guru harus memiliki strategi yang menarik dan bagus agar siswa tertarik dan merasa terbantu dalam proses belajar mengajar di dalam kelas.

Tujuan dari penelitian ini adalah untuk meneliti strategi yang digunakan guru bahasa inggris di kelas dan strategi yang digunakan guru dalam proses pembelajaran untuk siswa autis kelas tujuh di SMPLB 1 Jepara tahun ajaran 2015/2016.

Desain penelitian ini adalah kualitatif studi kasus karena data yang diperoleh dari penelitian ini diperoleh dari lembar observasi dari diskripsi data. Penelitian ini difokuskan pada strategi yang digunakan oleh guru dalam mengajar bahasa Inggris bagi siswa autis hasil penelitian ini menunjukkan bahwa strategi guru digunakan oleh guru dalam proses belajar mengajar untuk siswa kelas tujuh dari SMPLB 1 Jepara di tahun ajaran 2015/2016.

Dari hasil observasi yang telah dilakukan dalam penelitian ini, guru bahasa inggris menggunakan beberapa macam strategi untuk mengajar yang pertama adalah Pertama primming adalah aktivitas guru untuk memungkinkan siswa menjadi akrab dengan materi pelajaran yang akan diajarkan, kedua adalah modifikasi akademik adalah guru memodifikasi kurikulum , silabus dan materi pembelajaran untuk membuat siswa lebih mudah dalam menerima materi pembelajaran, ketiga adalah visual pendukung disini guru menggunakan media visual dalam proses belajar mengajar seperti kartun , gambar , wayang danrealia. Yang terakhir adalah penguatan adalah aktivitas guru untuk memberikan hadiah seperti (bintang dan permen) di akhir mengajar dan aktivitas belajar ketika siswa mendapatkan nilai tinggi atau berkelakuan baik.

Dari hasil analisis disimpulkan bahwa guru harus sabar, memahami karakteristik siswanya dan memiliki strategi yang menarik untuk mengajar siswa autis, karena mereka memiliki sifat yang unik dan tidak terduga. Guru harus memiliki hubungan yang baik dengan siswa agar proses belajar mengajar berjalan lancar.

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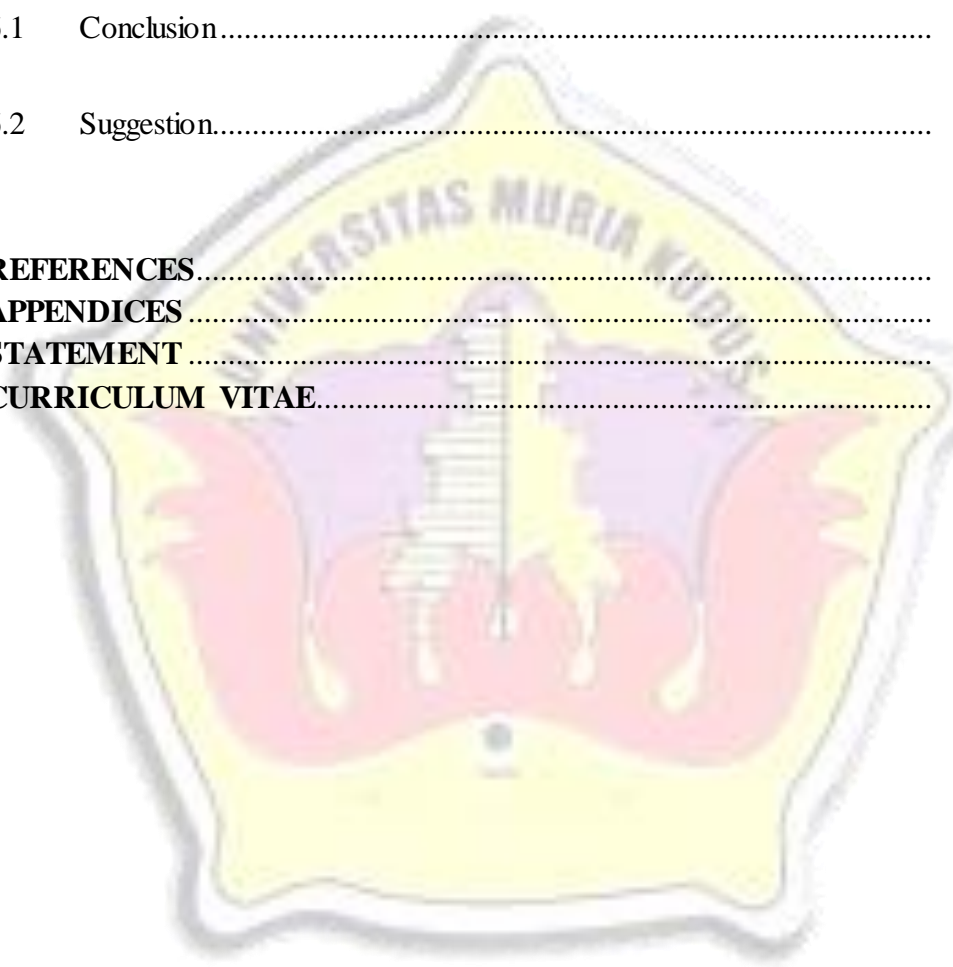
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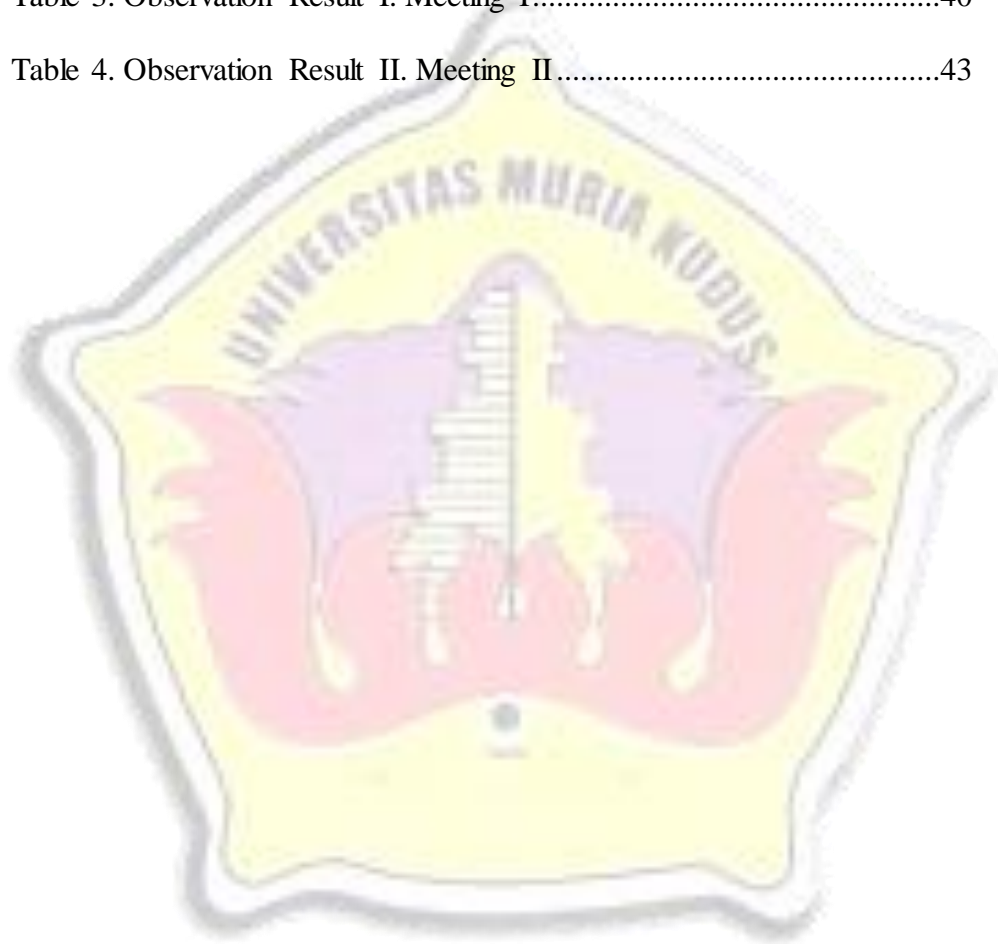
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